

**Psychology and the
Legal System**
FP 6010 (Online)
Course Syllabus–Fall 2009
September 08–October 28, 2009

Professor: Jenna Frischknecht Holden, J.D., Psy.D.

Meeting Times: Online throughout each week of the course

Office Hours: By appointment via e-mail or telephone to schedule

Contact Information: jfrischknecht@juno.com or 415/939-1060

Argosy Communication:

If you choose to use an email address other than the assigned Argosy email, please be advised that you do so at your own risk. Any difficulty receiving Argosy emails will be your responsibility.

Final Date to Drop the Class:

To receive a "W" grade a student must drop this class by the date listed below that corresponds to this course's term and length. Students may not withdraw from this course after this date. If a student chooses to discontinue coursework after the final drop date, the student may receive an "F" grade for the course.

Fall Session I (7.5 week courses): October 11

Fall Session II (7.5 week courses): December 2

Fall Full Term (15 week courses): November 14

Required Reading:

*Bartol, C. & Bartol, A. (2004). Psychology and Law: Theory, Research, and Application, 3rd Edition. New York: Wadsworth Publishing.
ISBN: 0-534-52818-X

*Any supplemental materials provided by the instructor

Recommended Reading:

*Publication Manual of the American Psychological Association, 5th Edition(2001).
ISBN: 1-55798-790-4

*Black's Law Dictionary (9th Edition is the latest, but prior editions will suffice as well) (2009). New York: West Publishing.
ISBN: 0314199500

Course Description (from AU catalog):

This course focuses upon the relationship between law and psychology and the mental health system, mental illness, and criminal conduct, with a more specific historical and procedural examination of the practice of psychology in the judicial forum. Substantive issues related to ethics and the law, risk assessment screening, psychological principles applied to law enforcement and correctional functions, and standards of legal competency and insanity are discussed.

Program Outcomes: Master of Arts in Forensic Psychology

Program Outcome One:

Students will demonstrate knowledge of the theoretical concepts and methodological approaches to the psychological bases of behavior as it relates to the practice and application of forensic psychology.

Program Outcome Two:

A. Students will be able to distinguish and utilize the underlying theories guiding the interface between the legal system and psychology.

B. Students will be able to establish and analyze the interaction between psychology and the law in all major aspects of criminal and civil justice system.

Program Outcome Three:

Students will demonstrate the ability to critically evaluate the existing literature and body of knowledge in assessment, evaluation and research methods in forensic psychology.

Program Outcome Four:

Students will use leadership, consultative, and ethical knowledge, skills and attitudes that will allow them to succeed as a part of a professional team, capable of expanding the role of psychologists within society.

Course Objectives:

- 1. To understand the relationship between psychology and law and the influences of each upon the other;**
- 2. To understand the various perspectives and assumptions held by law and psychology regarding human behavior;**
- 3. To understand the role of psychology within existing and varied court systems (i.e., civil court, criminal court, delinquency court, family**

court);

4. To understand legal concepts and terminology about which psychologists are expected to testify and/or make statements of interpretation and validation;

5. To demonstrate the manner in which psychological research helps to provide insight regarding the legal system;

6. To analyze/interpret/write critically about psychological research that impacts the legal system

Schedule By Week:

<u>WEEK</u>	<u>DATES</u>	<u>LECTURE/READING</u>	(To be completed <i>prior to</i> discussion)
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1	09/08-09/13	Introduction to class; Chapters 1-3:
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Introduction, Assessments, Overview of Psychology in the Courts

2	09/14-09/20	Chapters 4-5: Mental Health Law;
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Book or Film title due by 09/20

3	09/21-09/27	Chapters 6-7: Psychology of Juries;
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Midterm Exam distributed by 09/27

4	09/28-10/04	Chapters 8-9: Psychology of Evidence;
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Midterm Exam due by midnight on 10/04

5 10/05-10/11 Chapters 10 and 14:
Psychology in Corrections and
Law Enforcement

6 10/12-10/18 Chapters 11-12:
Psychology and Family and Juvenile Law;

Paper due by midnight on 10/12

7 10/19-10/25 Chapter 13:
Psychology of Criminal Behavior; Offenders,
Victims, and Restorative Justice;

Final Exam distributed by 10/19

8 10/26-10/28 Current events in
Psychology and Law;

Final Exam due by midnight on 10/28

Evaluation Methods:

1. Attendance/Participation: 20%

Participation in discussions is crucial due to the nature of this online course, and students are expected to complete the required reading assignments in a timely manner. On-line lectures will be posted by Monday evenings of each week for that particular week's topic. Discussion questions or topics will be included

at the end of each posted lecture, to which students will be expected to respond within that week. Students are additionally required to post a thought, question, or response to another student's commentary/questions, or otherwise contribute to the online discussion forum, a minimum of two times per week. Finally, students are required to complete any posted exercises.

2. Paper: 20%

Students will watch a film or read a book pertaining to psychology in the legal system. (Examples of this intersection include topics such as jury decision making, death penalty, battered woman syndrome, etc.) Students will additionally read and analyze a minimum of two academic journal articles related to topic selected. Analyze whether the theories and strategies discussed in class and the textbook are represented accurately in the book or film. (For example, with regard to the topic of jury decision making, appropriate theories and strategies include jury selection/eyewitness testimony/inadmissible evidence/biases/deliberation/etc.) Papers should be between 9 and 10 double-spaced pages in length, including a reference page. Papers can be structured as the student wishes, but must include the following:

- brief summary of the book/film and the manner in which it is related to this course
- literature/research findings upon the topic

- explanation of the theories/strategies on the topic as discussed in class
- degree and manner to which these theories/strategies are addressed in the book/film
- any additional information that the student feels is relevant to include

The grading of this paper will be based upon the following:

- degree to which student addressed the five topics (as listed above)
- clarity of content
- following of APA style in writing/formatting/citing/referencing
- grammar/punctuation/syntax/spelling

3. Midterm Exam: 30%

4. Final Exam: 30%

Both course exams will be comprised of a combination of multiple-choice, short-answer essay, and long-answer essay questions. These questions will come from your assigned readings and online lectures. Both the content of responses and the quality of student writing will influence grading decisions on exams.

Assignments, paper and exams will be graded upon a scale comprised of 100 points:

90-100 = A
80-89 = B
70-79 = C
60-69 = D
Below 59 = F

***Please Note:** All writing for this course must adhere to the *Publication Manual of the American Psychological Association, 5th Edition* (2001). This includes in-text citations, references, gender-neutral writing, etc. Additionally, the quality of student writing will be closely monitored with regard to grading decisions—please pay particular attention to grammar, syntax, and spelling, as errors in any of these areas may reduce a grade on any assignment.

ADA Accommodations:

It is AU/San Francisco Bay Area Campus policy not to discriminate against qualified students with a documented disability in its educational programming. If any student has a disability-related need for accommodations in this course, please contact the Campus Director of Student Services at 510/215-0277.

Course Syllabus Subject to Change with Notification:

This course syllabus may be subject to change due to extenuating circumstances. If any such circumstances should occur, students will be notified as soon as possible with a revised

syllabus and instructions regarding changes in assignments/course content. This course follows AU's policies regarding such changes as are references in the AU Catalog. Students are welcomed and encouraged to contact the professor with questions and comments regarding course content and/or assignments.

AU's Plagiarism Policy:

Argosy University seeks to foster a spirit of honesty and integrity, and therefore any and all work submitted by a student must represent original work produced by that student. Any source used by a student must be documented through normal scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. Argosy University further considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another student or person to be academic dishonesty. It is the student's responsibility to seek clarification from the course instructor about the extent to which help may be received in completing an assignment or exam or project and what sources may be used. Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary action, up to and including dismissal from Argosy University.

Students may be asked to submit coursework through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and to detect

potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report a course's instructor(s). This comparison detects papers that share common information and duplicative language.

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Detailed descriptions of online resources are located at http://library.argosy.edu/misc/online_db_list.html.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial,

students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/info/it/>

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You may be asked to submit your course assignments through "Turnitin," (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must

notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.